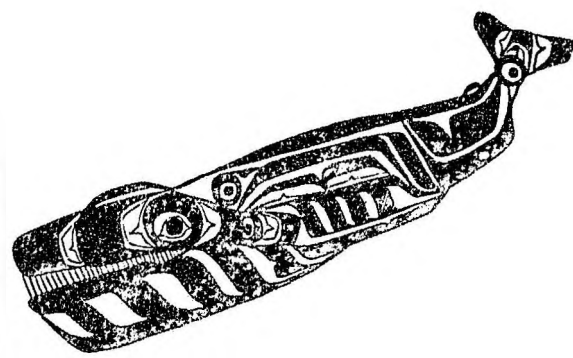


Whalesong



Volume 18, Issue 9

University of Alaska Southeast, Juneau Campus

February 28, 1997

Board of Regents raises tuition

Increase smaller than expected; graduate students hardest hit

By Wayne Saucier
Whalesong Reporter

UAS undergraduates will pay \$1 more per credit hour for lower division courses beginning next fall, the Board of Regents decided at its Feb. 14 meeting. Upper division undergraduate credit hours will cost \$2 more, and graduate tuition will increase by \$5 per credit hour.

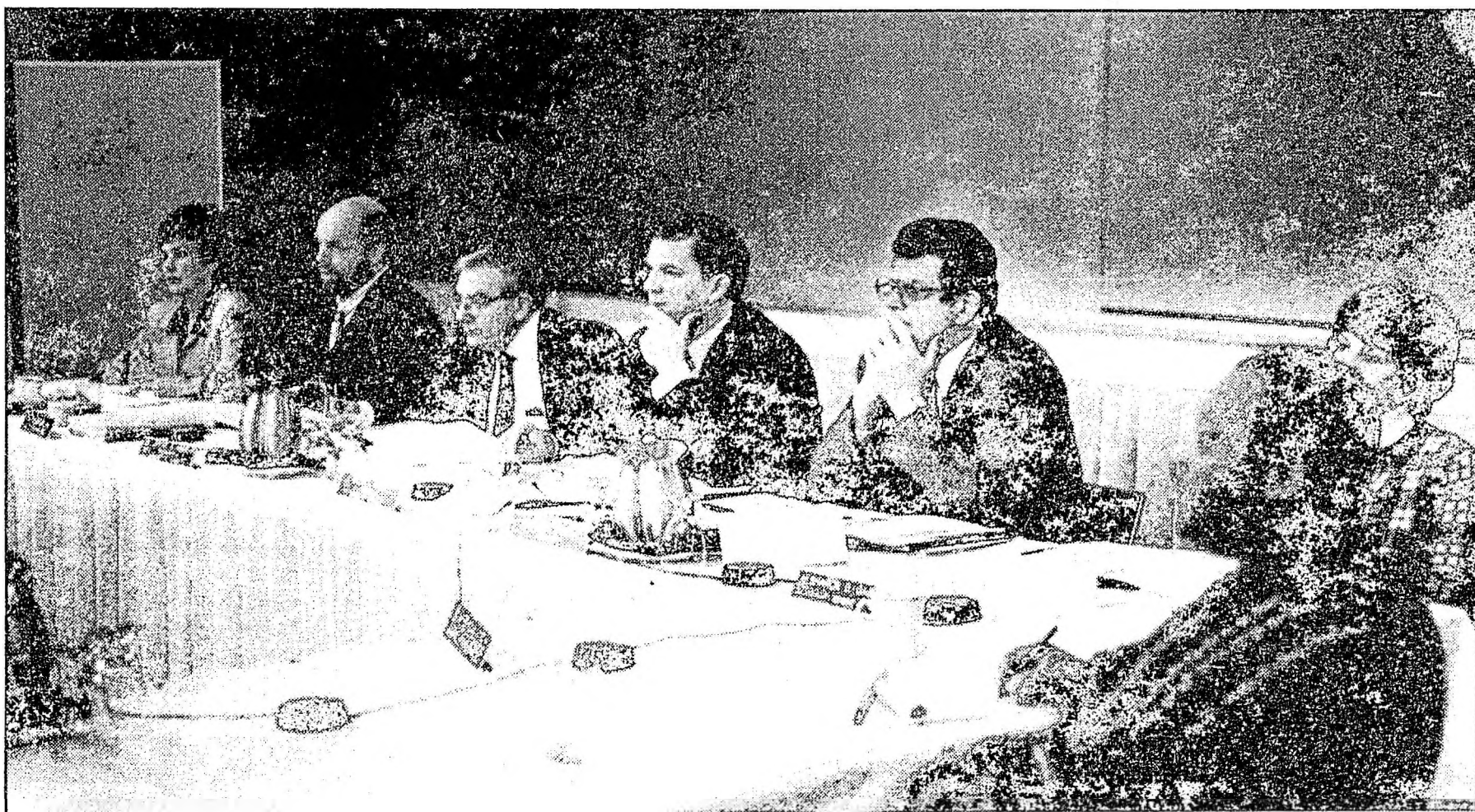
The increase was not as dramatic as expected, in the wake of skyrocketing tuition rates of the early 90s. The annual increase during the first part of this decade ranged from \$3 to \$8.

According to Bob Miller, UA Director of Public Affairs, the moderate increase reflects the administration's desire to stabilize student costs in an era of rising tuition. "For several years now, the board has struggled to balance the need for revenue with the need to increase the cost paid for by the students," he said.

Regent Dan Ogg of Kodiak agreed with the need to address the problem of student costs. "If you look at a lot of other lower division programs [outside Alaska], their charges per credit hour are lower than ours," he said.

UAS Chancellor Marshall Lind said that "the administration has been sensitive to large tuition increases taking place over the last three or four years." But rising administrative costs can't be ignored, he added. "Regardless of the size of the school, you still have the same basic administrative structure, the same basic administrative costs."

Another reason for the small increase concerns the inequity among



The UA Board of Regents (from L to R, Mary Jane Fate, Dan Ogg, Jerome Komisar, Michael Kelly, Chancy Croft, Sharon Gagnon, and Joe Hayes) listen to testimony from students on the proposed tuition increase.

tuition rates at some of the community college sites. Kodiak College and Prince William Sound Community College (PWSCC) have traditionally paid lower tuition rates than all other UA campuses because of a board policy which allows all extended campuses and community colleges to request a tuition reduction of up to 20 percent of the rates at the regional campus centers in Anchorage, Fairbanks, and Ju-

neau, taking into consideration the level of local or community support for the campus. Because the amount of community support involved in PWSCC's budget nears \$700,000 per year, said Miller, the board decided to leave that campus's tuition at \$60 per credit. However, the community support at Kodiak College is nowhere near as substantial as that at PWSCC. Thus, the board decided to raise Kodiak's tu-

ition from \$57 to \$61 per credit.

Kodiak College is again expected to request the 20 percent reduction at the April meeting.

Not all the regents agree that tuition rates should not be uniform across all campuses. Student Regent Joe Hayes of Fairbanks said he is "kind of miffed about the community college price structure. It disturbs me a great deal when one college is benefiting [from

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Do faculty evaluations make a difference?

Students question anonymity of responses, relevance of assessments

By Paul Converse
Whalesong Reporter

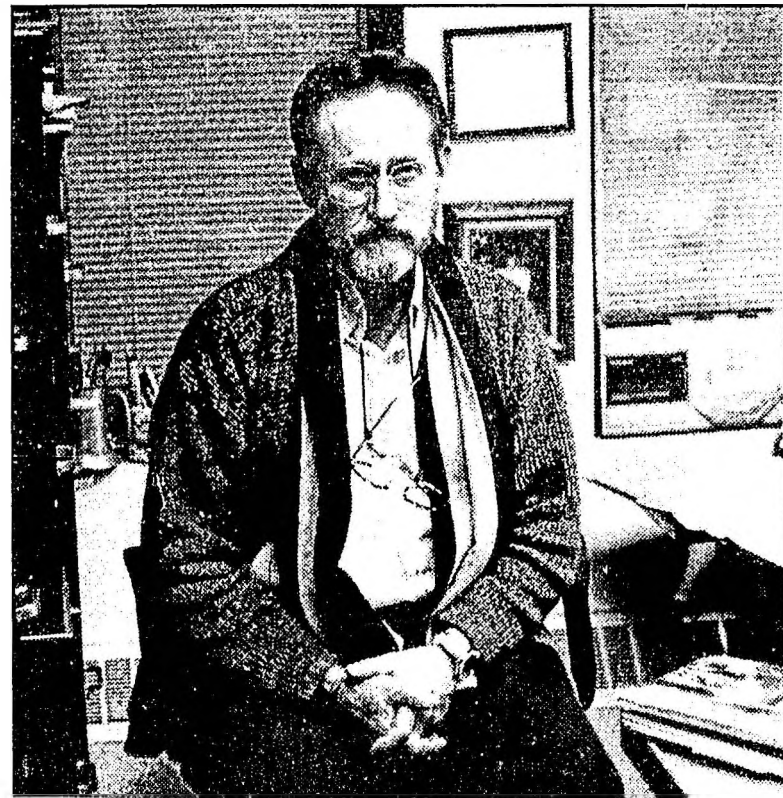


Photo by Wayne Saucier

ty members will probably be able to identify who what," said former Chair of the Faculty Evaluation Committee Dr. Art Petersen.

It happens in every class, sometime during the last three weeks of the semester. The instructor announces that it's time for course evaluations, hands a manila envelope to a student and walks out of the classroom. As the students look at the forms, someone asks "What happens to the evaluations?" The question bounces around the room; conflicting answers are given, other questions are asked, and the debate begins. "Do the evaluations ever really change anything?" students ask. "Are the evaluation questions even relevant?" And, inevitably, someone asks, "Can the professor recognize my responses?"

In an attempt to clarify some of the confusion, the Whalesong went to Dr. Art Petersen, an English Professor who is also editor of the faculty handbook, chair of the humanities faculty, and a member of the Faculty Council.

As most students know, each instructor is required to designate a student to distribute the forms and then must leave the class. After the instructor is gone, a computerized form and a form asking for written comments are handed out. The students have 15 minutes of class time to work on the forms, but can spend as much time as they want on the forms outside the class (the only limitation is that the forms must be turned in within five days of the

last class meeting). When the forms are completed, a designated student delivers them to either one of three padlocked drop-boxes (located in the Anderson, Sobeloff, and Marine Tech Center buildings) or the proper administrative secretary. Petersen notes that "faculty members know they must be out of the room for at least 15 minutes while the evaluations are conducted, that they are not to touch the forms or the packets, not even to carry them to a drop off place." Students observing infractions of these rules, he says, should report the incidents to the Dean of Faculty or to the Vice Chancellor.

After being collected, the evaluations are sent to the chancellors office, where the written responses are copied, placed in the dean's files, and then returned to the departments. The computerized evaluations are then sent on to the University of Washington to be processed and summarized before being distributed.

Only after a professor turns in all of their grades for all of their classes are they allowed to see the evaluations.

"Sometimes both come [to instructors] in one package, sometimes separately," Petersen says, "but always well after grades have been turned in."

Next, student evaluations of professors are reviewed by the dean; according to Petersen, the dean will generally include "the nature of the scores" in his yearly written

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Editor's Corner

To die for...



Annette Nelson-Wright
Whalesong Editor

Senator Robin Taylor from Wrangell would like all Alaskans to be given the opportunity to vote on whether or not the death penalty should be a suitable form of punishment for crimes in Alaska. What he is calling for now is only a vote, the "ultimate poll," according to his office. We could conceivably assume that in the event that the majority of Alaskans vote in favor of the death penalty, its institution will be pursued.

Most people will agree there are crimes that bring to the forefront of our consciousness a streak of vengeance. We want to see those convicted of heinous crimes punished in the same fashion in which their victims were forced to suffer. It's human nature, an eye for a proverbial eye, and if the aim of our justice system was retribution, that would be fine. There are those who have suffered a great loss at the hands of another person and who am I to deny them their revenge? We do not however have a criminal justice system based on revenge, it is based on justice. As time (mine) and space (Whalesong) are limited, I cannot possibly address all of the issues associated with capital punishment, but I would like to give you some food for thought.

Justice being the objective of any trial, one would like to think that the death penalty is administered fairly with no regard to race, socio-economic status, or the race of the victim, yet research has shown this not to be the case. According to a report by Hugo Adam Bedau, professor of

philosophy at Tufts University, of the 4,016 people executed in the US between 1930 and 1990, 2,129 were black, or 53 percent. Of those executed for murder, (3,343), 1,693 were black, or 51 percent. But during that time the total population of blacks in the US was about 12 percent. Tell me there's no bias in sentencing. He also points out that of the 168 persons executed between 1977 and 1992, 139 were convicted of killing a white person, only 29 had been convicted of killing a non-white person. Of the 29 convicted of killing a non-white person, only one was white. These are the facts. They are lives gone, crimes committed. The colors of the participants can't be changed, regardless of where the statistics come from or how the numbers are crunched. How could we make sure this same bias that exists everywhere else is eliminated in Alaska?

We are constantly hearing about declining oil revenues and the need to cut budgets and how there isn't enough money for this program and that program. Why then would we want to institute a penalty that has proven in Florida to be six and a half times more expensive than life in prison? According to the Death Penalty Education Center (DPEC) in Houston, the Miami Herald reported that it cost on average \$3.2 million to execute someone, yet only cost \$500,000 to imprison them for life. That's money that could hire a lot of police officers, attorneys, and social workers. Do we want to divert it to killing one person? Money that

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Evaluations...

continued from page 1

evaluation of an instructor. Petersen also adds that the dean will confer "with certain faculty members on their evaluation ratings." Faculty are evaluated by the dean each year.

The faculty are also reviewed by a faculty evaluation committee and the chancellor. These reviews occur every two years for non-tenured faculty, and every five years for tenured faculty. "As a four-time chair of the faculty evaluation committee," Petersen says, "I know that student evaluations are looked over with care and are commented upon in the committee's written evaluation."

He says that when a faculty member comes up for promotion or tenure, the evaluations are reviewed and that "a record of fair to poor student evaluations can lead to denial of promotion and/or tenure."

Many students wonder if the evaluations are worthwhile. Brenda Shrum, a UAS student, expresses discontent with the computerized portions of the evaluations. "Some of the standardized questions seem confusing," she says, "and I'm not sure what I'm evaluating. There are always varying factors."

Shrum points to the section on the computer forms which asks students to compare the class to other college courses they have taken, and asks "What do [the faculty and administrators] gain from these questions?" She feels that someone is probably drawing conclusions from the responses to these questions, and she wonders if the conclusions being drawn are accurate.

For example, Shrum says, she is currently retaking a course that she first took six years ago. She has the same professor as before, the syllabus is nearly identical, and the class is using all of the same materials. "But I'm gaining 200 times what I got the first time," she says.

How should she respond to a question such as "the intellectual challenge presented was much higher / average / much lower" than other classes? "The professor and material haven't changed," Shrum says, "but I have." Would her answer to this question reveal anything about the instructor or class—or would it only reflect her changes as a student?

One of the most common discussions about the other portion of the evaluations—the written comments—concerns a student's anonymity. Students often wonder if a professor will be able to recognize their writing, and if giving a professor a poor review might hurt their grade.

A common belief is that the written evaluations are typed up by University staff before being given to the instructor, in an attempt to conceal the identity of the author. According to Art Petersen, this is not the case. "To do so would require hundreds of hours [of labor]," he explained, and is not practical.

"Faculty members will probably be able to identify who wrote what," Petersen admits, "if not from the handwriting, then from style." "Here," he says, "is surely a flaw." Yet he feels that the commonly heard of solution—having the evaluations typed up—probably wouldn't solve the loss of anonymity. "Even when evaluations are taken home and typed," Petersen says, "it's possible—though not in all cases—to recognize the writer."

Petersen feels that the process is safe, however, as the comments and computer ratings are kept "totally out of the hands of faculty members until well after grades are turned in."

Yet some students feel that this guarantee is too limited. When informed that the written evaluations were not typed up and that the writer could often be identified, Nicchia Leamer, a UAS student, replied "That's really disturbing." Leamer feels that if a professor can recognize a student's writing—and connect a name to a negative response—a student's future grades could be affected.

Because UAS is such a small school, she explained, students are often required to keep working with the same professors semester after semester. "I've had the same professor for four semesters," she says, as she wonders what effect the lack of complete anonymity has. Although the current methods guarantee that a student's grades will not be affected for the semester in which the evaluation takes place, it appears that there is nothing in place to guarantee that a student's future grades will not be affected somehow.

Petersen acknowledges that some students must work with a particular faculty repeatedly and that students often fear that giving a professor a negative written evaluation might harm the student/instructor relation. "But students should be frank," he insists. He believes the process, overall, is safe, and recommends that students use the evaluations as an opportunity "to be clear and frank, and positive or negative as the circumstance calls for."

Evaluations serve to "affirm what is going well and identify what is not," Petersen says, and asks "How else can a faculty member address a pronounced problem unless it is identified?"

Despite the realization that the written evaluations are not completely anonymous, some students believe that the benefits outweigh the possibility of risks. "I'm not afraid to make my comments," Brenda Shrum says, noting that she writes only what she could say to the instructor's face. "If it's something you could conceivably say to the teacher," she explains, "it's not likely to create an emotional fire." Still, however, she advises caution. "The way the system is set up," she says, "we all—both students and faculty—better act pretty mature about it, or it could cause problems."

"I view the evaluation process—student, dean/director, chancellor—as positive," Petersen says. "It is an opportunity to affirm good instruction as well as to address perceived difficulties." If a student is concerned about writing their comments on the evaluation forms, Petersen says that there are other options, such as seeing the Dean or Vice Chancellor—or both. "Those meetings," he says, "would be held in strictest confidence."

Petersen says that about five years ago the student government "pressed for access to the course evaluations of each faculty member. For two years there was no response as faculty vocally objected to these permanent parts of their personnel files being made public." About three years ago, Petersen says, Student Government modified the request, only asking that faculty be allowed to voluntarily release the computerized summaries of evaluations. This request was granted, and about half of the university's 97 full-time and visiting faculty allow their computer summaries to be released, according to the Vice Chancellor's office. These summaries are available at the library's circulation desk. (The written evaluations are still not made public.)

The evaluation system is not perfect—but perhaps if students and faculty recognize the limitations of the current system, they can use the evaluations in the most worthwhile and effective way.

"As a four-time chair of the faculty evaluation committee, I know that student evaluations are looked over with care and are commented upon in the committee's written evaluation."

--Art Petersen

Faces in the news

Compiled by Wayne Saucier
Whalesong Reporter

Richard Dalton, an alumnus of the Art Institute of Seattle (AIS), will be teaching a one-credit computer graphics course on the Juneau campus during spring break.



Richard Dalton

The course, called Introduction to Computer Graphics with Native Design Application, will guide students through graphic computer programs with an emphasis on digitizing Native Art forms. Dalton, originally from Hoonah, Alaska, said he "has been drawing since [he] was a kid." His interest in an art career drove him to obtain an Associate of Applied Arts degree in visual communications at AIS, which has allowed him to establish Raven Designs, a commercial enterprise designed to service the graphic designs, multimedia, and advertising needs of local businesses. Dalton specializes in Tlingit form-line art, a drawing technique that he said helps to keep the history of his people alive.

Dalton plans on teaching another course or two during the summer session, in an attempt to see how much interest in the graphic arts exists in the area. He hopes to eventually expand the university's offerings in the art department. "I would like to open up the art department and bring some of what I was taught back to Southeast Alaska," he said.

USUAS-IC Representative Rosie Gilbert has been nominated for the position of Student Commissioner on the Alaska Commission on Postsecondary Education.



Rosie Gilbert

Gilbert, a sophomore, won the nomination election held on Feb. 17-19.

Each campus in the UA system has the opportunity to elect a nominee. The governor will make an appointment later this spring. The term of the current student regent, Joe Hayes, of Fairbanks, will be up at the end of the spring semester.

The commission is tasked with coordinating and advising private and public postsecondary education institutions in the state.

USUAS-IC Representative Chris Carrier resigned from his position effective Friday, Feb. 14, the second representative to resign from the Assembly in two weeks.



Chris Carrier

"I feel really bad [about resigning]," he said, but insisted it was necessary in order for him "to maintain [his] academic standards." Carrier is enrolled in 17 credit hours, and works 14 hours a week at the Egan Library. He expressed a concern about keeping his G.P.A. up, and said that he needed to devote more time to his studies. "Representatives need to be students first," he said.

Carrier sat on the rules committee and was chair of the finance committee. President Shawn Paul is expected to appoint replacements to those two committees later this month.

The board again expressed sorrow at losing another representative. "It's sad to see a student who wants to be involved but who doesn't have the time for it," said Vice President Stephanie McGee.

"We've lost two hard working individuals," said President Paul, "but I know that the students will be well served by the new people coming in [to replace them]."

Carrier said he is still interested in being involved in student activities. "I really enjoyed working with those people," he said. "I'm strongly considering running again [next year]."

The two vacant assembly seats will be filled after elections held on March 3rd and 4th.

UAS student Annette Nelson-Wright has been elected Southeast's nominee for the UA Board of Regents student regent seat becoming vacant this spring. Nelson-Wright, a junior Bachelor of Liberal Arts student with an emphasis in social science, said she was disappointed with the low voter turnout at the Feb. 17-19 election, and, if appointed to the student regent position, would like to find ways to increase student involvement in university activities. "The only students who provide any input are those in student government," she said.

One of her ideas to increase student input in university decisions is to implement an electronic mailing link between students and the board, so students can directly voice concerns to board members.

Each campus in the UA system has the opportunity to elect a nominee. The governor will make an appointment later this spring. The term of the current student regent, Joe Hayes, of Fairbanks, will be up at the end of the spring semester.

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The Whalesong editorial staff assumes no responsibility for the content of material written by non-staff members. The views and opinions contained in this paper in no way represent the University of Alaska and reflect only those of the author(s). The editorial staff is solely responsible for content.

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Die...

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could be used to find out why crimes were being committed and how to prevent them. Do we want to take it away from other programs so we can kill one person? DPEC also reports that the Kansas state legislature rejected the death penalty after a study reported it would cost \$11.5 million for the first year alone. Pretty spendy if you ask me. Of course none of this addresses those innocent people that have been executed, 23 since 1900 according to DPEC. A small number, unless one of those people was a father, mother, friend, sister or brother. You can always let an imprisoned man go free, you cannot give a dead man back his life.

When people advocate the death penalty they rarely talk about the actual death. Were the death penalty to be instituted in Alaska, since we don't have an electric chair or a gas chamber, it would be least expensive to use either

"Most people will agree there are crimes that bring to the forefront of our consciousness a streak of vengeance...and if the aim of our justice system was retribution, that would be fine."

lethal injection, a firing squad, or hanging. Lethal injection has been botched with instances of kinks in the hose delivering the deadly chemicals, the inability to find a vein in those who were drug addicts, and inexperienced prison officials unable to properly insert a catheter. In one instance the syringe came out of the prisoner's arm and began spraying the deadly chemical towards witnesses. Prisoners have had to remain strapped to the table for almost an hour while officials probed their arms for a vein so they could inject the toxins into their body. All the while waiting to die while witnesses watched. One prisoner was

heard by witnesses moaning as five officials tried to find a vein so they could administer the chemicals. Occasionally the dosage is wrong and the prisoner is left, "conscious but paralyzed while dying, a sentient witness of his or her own asphyxiation" according to the US Court of Appeals in Bedau's report. Only Idaho and Utah still have a firing squad. The prisoner is led to a chair, has a target affixed to their chest and a hood placed over their head. Then five people, 4 with bullets, 1 with blanks, fire on their human target. Hanging is a possibility, but if the rope is too short the person is slowly strangled, if the rope is too long, their head is torn off. While these may not seem "unusual" as defined by the US Supreme Court, to me they seem "cruel" and hardly "humane". I could not have a part of this.

Everyone has to decide for themselves how they feel about the death penalty. According to Amnesty International the United States is in a league with China, South Africa, Iran and Iraq, those nations have also decided that

the death penalty is an acceptable penalty. I haven't addressed how the death penalty is not a deterrent, how studies have shown that murder rates rise after an execution, how states with the death penalty have a higher murder rate than those without the death penalty, and how public opinion polls have shown that people favor life without parole and restitution instead of the death penalty. I could not know that I had a part in condemning someone else to die, or even making that an option. That's my decision, yours may be different.

SAFFIRE

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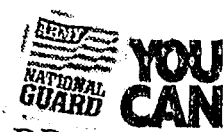
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UAS to offer new degree program next fall

Juneau touted as "perfect place" for environmental science program

By Wayne Saucier
Whalesong Reporter

A new degree program will be offered to students at the UAS Juneau campus next fall. The UA Board of Regents unanimously approved a proposal to establish a Bachelor of Science in Environmental Science Degree Program at its meeting on Feb. 14, following presentations by faculty members, students, and members of the community.

"We've been waiting for this day a long time," said Dr. Richard Marston, professor of environmental science, who gave one of many presentations to the board. Marston will be one of the major faculty members involved in the new program.

Southeast Alaska is the perfect place for an environmental science program, said Marston. "We have the Juneau ice field, we have interesting lake and river environments, we have rainforest environments, and we have marine environments," he said, all of which offer students and faculty many research opportunities.

UAS Chancellor Marshall Lind agreed. "We can do some very good things here, if we take advantage of our unique natural settings," he said.

The environmental sciences degree will be the only baccalaureate of its kind offered by the UA system. "This degree program is important to UAS," said Dean of Faculty John Pugh, "because I think we'll attract students from around the state as well as some from outside the region, but we'll also really prepare students who can work on jobs in Alaska."

The program is intended to entice Alaskan residents who would otherwise seek an education elsewhere, and to attract those from the Lower 48 states who have expressed interest in such a program. "It's important to have a place for Southeast students to have access to a program of this kind," said Dr. Cathy Connor, an assistant professor of geology, who will be another of the major faculty involved with the program.

According to the proposal presented to the board, the objectives of the program, are to "provide students with a thorough grounding in the natural sciences, mathematics, and liberal arts" to prepare them for employment with industry, state, or federal agencies, or for further study at the graduate level.

Some of the resources needed on campus to offer such a program were already in place, said Marston. Most of the major requirements, including general biology, chemistry, and mathematics courses, are already being offered at UAS. No new faculty will be needed immediately, since most classes will be taught by Marston, Connor, Dr. Randy Stahl and the faculty members who already teach the general education and major requirements.

New courses involved with the program will include Remote Sensing, Geomorphology, Hydrology, Limnology, Environmental Chemistry, Biogeochemistry, an Environmental Science Seminar, and an Environmental Science Internship and Senior Thesis.

UAS will share facilities and staff with the Foundation for Glacier and Environmental Research to establish the UAS Center for Juneau Icefield Studies. "We hope to be able to get more Alaskan students involved in the icefield research," said Connor. UAS can also offer summer classroom space, housing, and computing and library facilities for students and faculty members participating in the research.

The program will also be intimately associated with the Juneau community. Southeast Alaska's environmental diversity helps drive its economy, and founders of the program intend to not only draw on resources from the community, but to benefit it as well. "Students will be able to get involved in the public arena to help guide people to

make better local decisions," said Connor.

The vast array of research scientists employed in the areas of forestry, geology, remote sensing, fisheries, wildlife biology, and land management, among others, offers opportunities for adjunct faculty from state and federal agencies associated with these sciences to offer their specific expertise to students of the program. They will also offer many internship and training opportunities. "We also hope to draw the community, local businesses, industry, and federal and state agencies into the classroom for seminars, guest lectures, and internship programs," said Marston.

The community will also be directly involved in evaluating the effectiveness of the program. An advisory board composed of university, industry, agency, and community members will be formed to monitor the program's progress after five years. "We want to be sure we are giving training for students that will really help them," said Connor.



UAS students Stephanie McGee, Rosie Gilbert, Sheila Martin, and Shawn Paul present student concerns to the UA Board of Regents at its Feb. 14 meeting. Gilbert and Martin urged the Board to approve the proposed UAS Bachelor of Science in Environmental Science degree program.

UA Regents considers new student fee

Five dollar-per-credit fee hike would fund technology upgrades

By Wayne Saucier
Whalesong Reporter

A \$5 per credit technology fee has been proposed to help cover the cost of rising technology needs on all UA campuses, and will be voted on at the next Board of Regents meeting in April.

Under the plan presented to the board at its February meeting by David Creamer, UA vice president for Finance and Planning, all UA students would pay an additional \$5 per credit hour per semester, beginning next fall. The fee would be capped at \$60.

Sherry Taber, director of Library, Computing and Media Services on the UAS Juneau Campus and one of the plan's original designers, said that no funding exists for routine replacement and upgrading of equipment and software, nor for enhancements to student labs, classrooms, or for other instructional purposes. "We can't keep up with the technology that people need to do their studies, to write their pa-

pers, to research information," she said. "We just don't have the funds."

The fee will be designed to address more than computers. In addition to computing hardware and software, the proposal addresses other technology needs, such as library workstation upgrades, electronic full-text journal subscriptions, CD-ROM reference materials, and other needs bound to arise in the future.

Creamer's proposal was met by the board with cautious interest. Most of the regents agreed on the need for increased revenue to fund technology upgrades. "We need to be proactive," said Regent Mary Jane Fate of Fairbanks. "We lagged behind five and 10 years ago," and need to catch up.

But many expressed concerns with the plan, including the inequality between full and part time students associated with a per-credit fee, and a fear of imposing fees on those who hardly utilize the technology the university has to offer.

Regent Chancy Croft of Anchorage suggested a pay-per-use system. But UA President Jerome Komisar disagreed, claiming it

was impossible to quantify each and every use of the resources the university offers. "Do you charge for each use of the library?" he asked. Komisar expressed a fear that if students were charged each time they utilized some resource, they would be discouraged from using as many resources as they

could, and thus would not be taking full advantage of their educational opportunities.

Student Regent Joe Hayes of Fairbanks disagreed with the concept of implementing a fee to supplement technology upgrades. "I think the need should be addressed as a capital request from the board to the [state] legislature," he said. "This is not a private college. [This needed money] should come right out of the capital budget."

Creamer, however, believes that technology needs should be met with a fee as opposed to a capital request from the board or a tuition increase. "These needs are not going to be resolved with a single capital request. You need a continuing source [of revenue], and I think that's where the fee fits into the strategy." And while a tuition increase would result in higher general revenue, there is no assurance that the increased revenue would be spent on technology improvements.

continued on page 5

Movie reviews with Chris Benson & Ryan Barber

Our conflictory critics duke it out over the latest Juneau flicks

Absolute Power is a suspense/drama directed by Clint Eastwood, and starring Eastwood, Gene Hackman, Ed Harris, Laura Linney, and Scott Glenn.

Luther Whitney (Eastwood), a master thief, while robbing a mansion, witnesses a torrid scene which ends with murder. We have to give away a bit of the story here, so if you're against this and have read this far, read no further. One of the people involved in the murder happens to be the President of the United States (Gene Hackman).

RYAN: I enjoyed this movie quite a lot and for me that really says something. I like Eastwood's acting and he also did a good job directing. Another thing I appreciate is his ability to laugh at his increasing age. He shows that he still has the ability and confidence of a top actor. The rest of the cast is nice, especially Ed Harris and Scott Glenn. In a movie starring a bunch of older white guys they manage to stand out. Overall the whole thing was good and there weren't really any annoyingly stupid characters or scenes. You've got to love that.

CHRIS: I liked it too. One thing that kind of bothered me, though, was the fact that it was played up as a real suspenseful kind of movie, and it just

wasn't. It seemed a little slow in parts. Basically, not much really happened. I must say that somehow it carried itself well anyway. Eastwood did a good job both acting and directing.

Hackman, a man, one of my favorite actors, didn't have much of a part, but he can play a suspense well. The story was quite a while, and the ending was good. This isn't one of those films you have to see in the theater, but I recommend it either way.

Metro, a cop movie starring Eddie Murphy and Michael Rappaport, was not worth seeing in the theater. The combined intellect of Chris and Ryan have judged this a mediocre film possibly worth renting. P.S. Eddie isn't very funny because he isn't supposed to be.

RYAN: A very disturbing thing happened to me while I was watching Metro (I'm not referring to the fact that 7 out of the 10 people in the theater were obnoxious morons). I was violated and taken advantage of. I had my basketball stolen, from my car, by some no-class S.O.B.

CHRIS: I've said it before and I'll say it again; Hell in a handbasket!!! Alright, here's what happened: Ryan had his car parked on the side of the theater. In it were a couple of tapes (Rolling Stones, Dr. Dre...), two basketballs, a Nerf football, and an obviously full backpack. I've nothing more to say on the issue really, since I don't even like basketball. I do think it's kind of odd that they left the Rolling Stones tape (which is the greatest hits one, by the way). I mean, anybody with any musical taste whatsoever likes at least one Stones song.

RYAN: I don't really have any good way to know who stole my ball,

but I do know a little bit about him/her. First, this person is a thief and I don't care what anyone says about honor among thieves; in my book stealing for anything other than to eat is pathetic! And, as a thief, this one is an idiot. With all that stuff in the car, all the imbecile takes is my ball. I'm glad they didn't take anything else, but I'm floored by their stupidity. Now, if I go on with this bitterness anymore I'm going to be cast in the next Walter Matthau and Jack Lemmon vehicle. So, I'll stop.

CHRIS: I hope everyone, including Ryan, notices how nice I've been to allow my outrageously spiteful friend to apologize to any of you who actually read this, but I think it was for the best. In a last comment on the subject; we have been assured, by the theater, that security will be improved in the near future. As your loyal movie-reviewers, you can rest easy that for the safety and well-being of movie-goers throughout Juneau, we're pretty much giving 'em hell. Also, since this is supposed to be a movie column; our final word on Metro is that we both enjoyed it. Definitely your typical cop/action movie. It had a good vehicle chase scene, and both the main stars were pretty good. The story did not deserve Eddie's talent, and the result was a movie most certainly fit for no more than video viewing.

Tuition...

continued from page 1

board decisions] and others aren't."

Regent Ogg disagrees. Ogg believes the board should "allow those folks within their own market to determine what is an affordable credit charge."

The plan had been originally proposed by the Teaching and Learning Technology Roundtable (TLTR), a group of students, faculty, and staff, that investigates the status of information technology on the UAS campus, to supplement funds for technology upgrades.

Technology...

continued from page 4

Creamer admitted some disadvantages to the concept, such as rising student costs, and the fact that technology needs are not uniform across all campuses. But, he also realized that "it's hard to come up with a solution without looking at fees."

The plan had been originally proposed by the Teaching and Learning Technology Roundtable (TLTR), a group of students, faculty, and staff, that investigates the status of information technology on the UAS campus, to supplement funds for technology upgrades.

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Director Taber and the TLTR had been discussing the idea of implementing a self-assessed fee on the Juneau campus.

Student Body President Shawn Paul, who also sits on the TLTR, called the proposal "a plan to bring UAS-JC into the 21st century." He expressed a hope that the proposal would be accepted by the board as a system-wide fee. "It only remains to be seen if the other campuses are prepared to implement a fee," he said.

A key part of the plan was the direction of expenditures of generated revenues by the TLTR, so that students and faculty would be able to spend the money in ways that would

be directly visible to students. "It's not something where you're paying a fee, and the money gets turned over to somebody else, and you won't know what happened to it," said Taber. Students and faculty would be directly involved in appropriating the revenues.

That's the key to the students' agreeing to begin paying the fee, said Student Body Vice President Stephanie McGee. "Technology is an important enough aspect of education today [to warrant a fee]," she said, "but I [as a student] want to be involved in the spending process."

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Survivor recounts Rohypnol encounter

By Chris Gardner
The Daily Iowan
University of Iowa

After spending her first night at a bar in downtown Iowa City, 19-year-old Sara woke up at 11 a.m. the next morning, lying on her back in the bathroom of a Coralville hotel room, naked, alone and confused.

It was January 1996. The bathroom door was open and Cindy Crawford's voice on MTV's "House of Style" could be heard throughout the empty room. Sara identified immediately her location as a hotel because of the two double beds, a television set and a Bible.

She gathered the clothes that were spread around her and dressed, feeling uncomfortable about awaking in the nude. She walked out of the bathroom to find the hotel room door open to a parking lot heaped with snow and only two cars.

Sara's first thoughts were that she was somewhere in the Midwest because of the snow, but other than that, she had no idea as to her location.

The only thing she was sure of was that she had been sexually assaulted, and was convinced the "date rape" drug Rohypnol was to

blame for her condition.

Rohypnol, also known on the street as roofies, rophies, R2 or roches, is prescribed by physicians in more than 64 countries to treat patients suffering from chronic sleep disorders and is used also as a pre-anesthetic in surgeries. Its effects are comparable to the sleeping pill, Valium. However, Rohypnol has approximately 10 times the potency.

Rohypnol can be bought for around \$2 in one- to two-milligram doses. The effects can last anywhere from six to eight hours after ingesting a two-milligram dose. Hoffmann-La Roche Ltd., a pharmaceutical company based in Switzerland, manufactures the drug, which is not approved for sale in the United States.

FRIDAY NIGHT

At the time, Sara was a college freshman in Des Moines, with plans to transfer to the UI in the fall. She had never experienced downtown Iowa City before, so she and a friend decided to drive up for the night, visit some friends and go out to the bars.

Sara and her friend arrived in Iowa City in late afternoon and went to Hillcrest Residence Hall to meet two of their friends, both whom they had known since kindergarten.

The four girls arrived at a popular down-

town bar around 11 p.m. Just like most bargoers, they took a lap around the bar, searching for people they knew. Sara was making her way around the bar when a dark-haired man, who she estimated to be 23 or 24, grabbed her by the arm.

Tim introduced himself to Sara and asked her if she wanted a drink. Sara describes herself as a social person, so she wasn't unnerved after being approached by Tim.

Sara accepted the drink and took a seat with Tim and his friends. He was there with three other guys, and they were engaging in "casual bar conversation" when two of her friends came up to her and told her they wanted to go back to Hillcrest to meet some friends.

Sara decided to stay there and hang out with these guys, knowing that another one of her friends was staying also, so she wouldn't be alone.

"It was my first time at the bars, and they were buying me drinks and I was meeting a lot of people, and having a really good time," Sara said.

Sara was still talking to the guys when she said "10 minutes turned into an hour," and her friend was nowhere to be seen. By this time, Sara had finished her second drink and

Tim wanted to dance and introduce her to more of his friends.

Sara followed him to the dance floor where he bought her another drink. She describes herself as an experienced drinker, not confused by the amount of alcohol she was consuming, although slightly buzzed.

However, making her way through the crowded dance floor, Sara said she started to feel very dizzy and disoriented. Tim whispered something in her ear, and she remembers tilting her head back to laugh, but after that... nothing.

"It's not like I remember bits and pieces after that, it's completely black," she said. "Everything seems to be erased from my memory."

Her memory is missing for the next 10 hours of her life, leaving her unaware of how she got out of the bar, who she was with, or who took her to the Coralville hotel room.

SATURDAY MORNING

When she awoke, she had vomit in her hair and bruises scattered across the middle of her back, on the back of her head, arms and thighs.

She knew alcohol wasn't to blame for how she felt that morning, because she has been

continued on page 7

Anti-gay leader complains of bias

By Kathy Bocella
Knight-Ridder/Tribune News

It was not deep religious conviction or personal dislike that drove Dan Loccarini to start an anti-gay group at Pennsylvania State University in State College.

The 27-year-old junior said he got fed up with all the good press homosexuals have been getting lately. "Every time I picked up the newspaper, there was something in there about homosexuality and support for it," said Loccarini, who believes homosexuality is wrong.

Loccarini, the president of STRAIGHT—Students Reinforcing Adherence in General Heterosexual Tradition—sought a charter that would have made it the nation's first anti-gay campus organization. But on Sunday, the university's six-member student Supreme Court voted unanimously to deny the group's request.

At stake was a share of \$1.1 million that the university divides among its 425 student organizations.

Loccarini, a body-building sociology major from Easton, Pa., says he is a victim of discrimination.

"My freedom of speech has been taken away," he said. "Not one but two organizations on this campus represent viewpoints that are opposite to the viewpoints of my organization."

Opponents rejoiced at the ruling. "Their mission statement is to refuse to accept and support homosexuals," said Duane Gildea, political coordinator for the Lesbian, Gay and Bisexual Student Alliance (LGBS). "I'm not asking for support, but I refuse to not be accepted."

Gildea said his group also was worried that STRAIGHT would promote violence against homosexuals on the 40,000-student campus after some STRAIGHT members made threats against gays via e-mail.

The student Supreme Court debated about an hour before issuing its decision, said Associate Justice Jit Chatterjee, who

in the next few days will write the majority opinion detailing the reasons for the decision.

He said student groups need to meet three criteria to be registered: They must have a unique purpose, must have at least 12 members, and must better the university. STRAIGHT met at least two of those requirements, Chatterjee said.

The court hearing drew about 75 people, many of whom spoke out against the dangers of allowing hate groups on campus. Others supported STRAIGHT's right to express its views, but did not want the uni-

"they would try to pin it on my organization."

Loccarini said he decided midway through last semester to organize like-minded heterosexuals. The group has about 40 members, but he expects publicity from the ruling to drive membership "through the roof." He joked that he was waiting for a call from Geraldo.

The group's belief that homosexuality is wrong is based on "biblical doctrine," although Loccarini said he is not particularly religious. Though members do not accept homosexuals, he added, they tolerate them. "Accepting means its OK," he said, "and we do not think homosexuality is OK."

The group's mission statement says in part that its purpose is to "provide students with an official and formal organization in which they can express their views regarding their refusal to accept or support homosexuality, as well as provide peer support for inter-heterosexual matters. STRAIGHT will also function as a lobby organization, providing such students the ability and means to participate in furthering their related political agendas."

Stanley Latta, director of student affairs, said he knows of no other campus with an anti-gay group, although some have admitted controversial organizations, such as whites-only groups.

Sharon Entenberg, student government president, said she agreed with the ruling.

"If someone wants to have meetings informally," she said, "they can do that; it's a free country." But excluding students from joining a group is not permitted, she said.

Loccarini said he plans to appeal the decision. The student court's action, he said, shows clearly that his group is needed.

"The LGBS claims that heterosexuals have all the power and that they're a minority and that heterosexuals have all the representation," he said. "It's now been shown that we have no representation."

"My freedom of speech has been taken away. Not one but two organizations on this campus represent viewpoints that are opposite to the viewpoints of my organization."

--Dan Loccarini,
anti-gay activist

versity—or its money—tied to such a group.

This being the '90s, much of the debate took place over the Internet. Before the meeting began, Gildea sent to the justices an e-mail message in which two former STRAIGHT members discuss gay-bashing.

Loccarini said STRAIGHT is a political organization and does not condone violence. The e-mail message, he said, may have been an act of sabotage against the group. The message, which mentions bombings and shootings, is further evidence of discrimination against heterosexuals, he said.

"If a member of the Christian Coalition murdered someone on campus, would they do anything to the coalition? No, but if someone from STRAIGHT goes out and does something to a homosexual," he said,

Racist memo generates controversy

By Tera Roberson
The Daily Cougar
The University of Houston

In response to a series of controversial memos sent by University of Houston history graduate student Fabian Vaksman, President Glenn Goerke and Provost John P. Ivancevich took advantage of their First Amendment rights by issuing a memo of their own.

Vaksman, who wrote an epic poem titled "RRacist" (in which the lead character's murder victims bear a resemblance to UH faculty members) and a series of memos that referred to African-American Studies as "animal research," said that his writings are a reply to UH's unwillingness to fund his Russian history research.

The Goerke-Ivancevich memo, addressed to "the UH community," states: "We are equally concerned about protecting the right of every individual to free speech and one's

constitutional right to express opinions, no matter how repulsive those opinions are. Should Fabian Vaksman or any other individual member of the university violate existing policies or laws, this administration will quickly and directly take the appropriate action."

UH Communications Professor Ted Stanton said, "The Supreme Court stresses repeatedly that any regulation or limit on speech must be drawn very narrowly and carefully, so as to do the least possible harm to the First Amendment."

Although the disruptive activities code of the Student Handbook has clearly set boundaries, it also says that those boundaries may not be "construed to infringe on any right of free speech or expression guaranteed by the Constitution of the United States or of this state."

Law Professor Laura Oren said, "Sometimes it's difficult to determine what the line

is between protected and unprotected speech. There are certain categories that are clearly unprotected. That includes obscenity, fighting words and clear and present danger. In other forms of speech that don't fit, (protection) may be more difficult to determine."

Vaksman admitted to hiding behind the Constitution. "This is my shield," he said. "Each time that I petition a public institution, I am protected by the Constitution for whatever I perceive to be a legitimate grievance. This institution has no right to create so much as the appearance of retaliation."

Since the memo contends Vaksman has not violated any existing laws or policies, there is little that the university can do to deal with him. However, some solutions have been offered to counteract his actions.

"(UH administrators) can let him know that they find his speech reprehensible. They have the right to fight speech with speech," Oren said.

going to change anything.

"No amount of regret in the world can change what happened," she said. "So I need to quit regretting, because it can never make me have gone home with my friends that night."

"What's done is done, and now I can learn from it myself and try and help other people learn something from it so they can be aware that this happens," she said.

She said when people are put in unfamiliar situations, they always should keep track of their friends and who they're with, because she said anyone is a potential victim.

"It shouldn't happen; it's ridiculous that it ever happens," she said. "Women should be able to go out to the bars with their friends and have a good time and not have to worry about being

news, Sara said, but she hopes by hearing her story, others will be aware that its use happens not just in the headlines, but in Iowa City.

"I think it's very common and I think it happens all the time," she said. "I have my reasons why I didn't report it — so I can't judge others who don't report it, but I wish I would've and I encourage others to."

Instead of letting the events of that cold January night dwell in her mind and weigh on her conscience, Sara said she has come out of it a stronger individual, with a determination to stop this from happening again.

"I feel I am stronger, physically and mentally," she said. "I feel like no one will ever be able to do this to me again."

Since Rohypnol is such a potent drug, it creates problems with drug testing and investigation, Steven Eck, a criminalist with the Division of Criminal Investigation (DCI), said.

"It's a very potent drug. Therefore it requires such a small amount to achieve the effect, so it's harder to detect because there is less in the body," Eck said.

According to a report from the DCI, there is a low probability of detecting processable levels of Rohypnol from blood samples collected two hours after suspected dosage and urine samples collected within six hours after a suspected dosage. Therefore, urine samples are preferred, but getting either one can be a problem for victims.

"The best advice is to go to the hospital as soon as it's practical and have the test," Beth Barnhill, director of Iowa Coalition Against Sexual Assault, said. "However ... for many people (it) isn't practical, given the effects of the drug."

Julie Harders, a law student at Drake University in Des Moines, went to a party last July while in New York visiting a friend. She had drunk only a few beers and then blacked out, only to wake up in a strange bed with her clothes messed up.

She took the next available flight back to Iowa, went to a local hospital and reported to health officials what had happened. It was never chemically proven through the hospital there was Rohypnol in her system, but she also is convinced the "date rape drug" had a play in what happened to her.

"People need to realize that we all have the same symptoms, so there must be something," Harders said. "They all have this common theme with a woman being given a drink to her, and for some unexpected reason, you pass out and don't remember a block of time — like a black hole."

"You can't smell it, you can't taste it and by the time you figure out something is wrong, it may be too late."

"You can't smell it, you can't taste it and by the time you figure out something is wrong, it may be too late."

--Julie Harders, law student

raped on the bathroom floor of some hotel."

Sara suspects she was targeted because she thinks she looked younger at the time, and wasn't familiar with the bar scene.

"Guys who have the drug with them and plan on doing that to someone, I think are more than likely to target girls who look younger and possibly girls who are acting all crazy and will talk to anyone," she said.

Throughout the ordeal, Sara said she doesn't want to put blame on anyone.

"As far as I know, no one from this bar and no one from this hotel could have possibly known what was going on," she said. "How are the people at the hotel to know what goes on in those rooms?"

Sara, now 20 and a UI sophomore, has learned to be aware of possible dangerous situations after her experience from last January. She still frequents bars, but she doesn't accept drinks unless she watches it from the time it's being made until it is in her hands.

Also, she realizes there is a possibility she will see Tim, or one of his friends again.

"I really don't know what I would do if I saw him again, because of course I want to physically hurt him — but more than that, I want to do something to him to ruin his life without actually touching him," Sara said. "Not that he ruined my life, but he could have, and I just don't want him to get to anyone else and ruin their life."

Rohypnol has been a popular subject in the

With that in mind, members of the Society of History Students are holding a press conference today at noon in the University Center's Tejas Room to ask the administration for Vaksman's dismissal from the university on the grounds that he has been unproductive in the completion of his dissertation.

The group plans to denounce the memos Vaksman has been sending and ask the university to not extend his dissertation deadline again.

Ivancevich had extended that deadline for two years, making Vaksman's required date of completion the end of the Fall 1998 semester.

Vaksman called the press conference "totally un-American and unconstitutional. What they demand from the administration is to violate the Constitution. They are asking the administration to spit on the First Amendment."

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PERSONALS

Dear Shau & Nyquil: This is our semester to sieze and enjoy before life gets serious for all of us. The Three Amigos Live! Signed, Hotlips.

Dear 99: I am so glad you came back this semester!! Love forever, 99.



Photo by Wayne Sancier

UAS student Harold White, a Rape Agression Defense (RAD) instructor, teaches Stephanie McGee to defend herself from potential aggressors at a recent RAD practice session in the Maurant Lounge. Students Kelli Wood and Rosie Gilbert look on, waiting their turn. White previously taught self-defense at Tulane University in New Orleans.

Transfer students face decisions, adjustments

By Colleen DeBaise
College Press Service

Megan Dolbee's big break as a model came shortly after she started her freshman year at the State University of New York-Oneonta.

But as she stared at a photo of herself in *Mademoiselle* magazine, she was troubled by how an airbrush had enhanced her curly brown hair, face and green eyes.

"I looked at it, and I thought, you know, I hope some 15-year-old girl isn't looking at this and saying, 'Why can't I look like this,'" she said. "I'm just a normal person like everyone else."

That's when Dolbee decided to drop out of SUNY-Oneonta's fashion merchandising program and pursue a career in public administration. Like 900,000 students do each year, she wiped her educational slate clean and transferred to another college.

For some students, especially those who have painstakingly staked out a four-year college, the decision to transfer is so momentous that the College Board has dubbed it "one of the first adult world decisions we make."

For others, the transfer is an anticipated jump from a community college to a university that awards a bachelor's degree.

Whatever the case, educators and students agree: the transfer process can be difficult and confusing.

"The sooner a student makes a decision to transfer, the easier it is," said Gloria Battaglia, a transfer adviser at Onondaga Community College in Syracuse, N.Y.

About 60 percent of OCC graduates transfer each year to a four-year college. Battaglia counsels students on how to choose a college through careful research of its programs, location, competitiveness, cost and financial aid availability.

She also helps students fill out the piles of required paperwork, such as the college's application for admissions and financial aid forms.

Battaglia said she deals with many students who enroll at the community college in between stints at four-year colleges.

"Sometimes students aren't too happy, sometimes they get overwhelmed," she said, as to why students transfer to a community college after attending a four-year college. "Sometimes they don't do well, and they're going to have to prove themselves to go to another four-year school."

In any event, the transfer to a community college allows students time to continue their education while researching a four-year college that might be a better match, she said.

"A lot of times they've made a mistake in the first [four-year college choice], and they don't want to make a mistake in their second," she said.

Trisha Torrey, an OCC spokesperson, said she sees a growing number of students enrolling in "2-plus-2" programs, in which they complete their first two years at a community college, then transfer to a four-year college for their last two years.

"Parents look at their pocketbook," she said. "If you're going to graduate from Princeton, what does it matter where your first two years were?"

The cost difference can be substantial. Many OCC graduates complete a bachelor's degree at nearby Syracuse University, where tuition, room and board costs about \$25,000.

But the students save a bundle by knocking off their first two years at OCC, where the tuition is about \$2,450 per year.

A college's expense is one of the most common reasons why a student transfers, according to a College Board study.

Other times, a student transfers because a campus doesn't match up with his or her likes, dislikes or ambitions, according to the study.

Dolbee, now 20, says she ignored her love of community service when she decided to pursue a career in the fashion industry.

But after a few months at SUNY-Oneonta, "I kind of had a redirection in terms of what I wanted to do for the rest of my life," she said. "The fashion industry wasn't going to fulfill me as a human being."

Dolbee transferred to OCC, where she completed her associate's degree in humanities last May. She works as volunteer coordinator for the Food Bank of Central New York, and eventually plans to complete a master's degree in public administration at Syracuse.

She said the hardest part in the whole transfer process was telling her parents, who had helped

her build a modeling career. But since she had been involved with community service projects through her church and high school, the decision ultimately was "not as hard as you would think."

"It's always been there," she said. "I just really didn't follow my instincts."

For Sonya Choudhury, the toughest part of transferring was losing a year and a half of credits.

After graduating from high school, Choudhury headed off for Smith College, a small women's college in Massachusetts.

"I come from a family of academics, so I was drawn to the Eastern schools," explained Choudhury, who attended an all-girls' high school in Michigan.

But the choice turned out to be a mistake.

"The education was excellent but the competition between the females was insane," she said. "I got very scared by people who would do anything to surpass each other."

By the end of sophomore year, she was mis-

erable and decided to transfer.

"The breaking point came when slowly I began to lose the love of learning," she said. "Your parents are paying money, and you don't feel you like you can learn."

At first, her parents were cautious. Her dad told her to "really think about it" because of Smith's academic reputation. "They tend to have those names out East," she said. "The name might carry me, but my happiness is more important."

In the end, Choudhury transferred to Michigan State University, a co-ed university with 40,000 students. "I was very nervous," she said. "It was a big nightmare for me."

She said she had visited the campus to make sure she would be happy there.

"One of the things that really provoked me to come to State [was] I saw the way professors treat people and the way people were treated by their classmates."

But losing most of her credits from Smith was hard. "Smith is a small school; MSU has all these core requirements that no one has heard of at Smith," she said.

MSU wouldn't accept any of her pre-med coursework, so she decided to switch fields, to education. It's tough "when you have to explain to people why you're still in college," she said. "I'm not stupid; my credits didn't transfer."

Also hard was the "transfer shock." Choudhury said she struggled to get through her first semester at MSU, especially when she had to attend lectures with 800 students.

Finding new friends and a "niche" at MSU was tough, too. "I would encourage any transfer student to get involved in any activity, any club that interests them," she said.

Choudhury, 21, will graduate in 1998, a year later than if she had finished at Smith. But Choudhury doesn't mind the extra time she'll have to spend at MSU.

"I love it here, and I'm not ready to leave."

"The sooner a student makes a decision to transfer, the easier it is."

*--Gloria Battaglia,
transfer advisor*